



## Prompt

Please, create a Powerpoint presentation for university teachers on the subject of what kind of prompts they could use in their teaching....

# PROMPTS FOR TEACHERS

## Conversation

what is a prompt?

A prompt can refer to a couple of things depending on context.

1. In computing, a prompt is a character or set of characters displayed on a screen to indicate that a system is awaiting user input.
2. In writing or literature, a prompt is a topic or question given, which someone has to write or speak about. It's often used to inspire creativity or ideas in the writer or speaker.
3. In psychology, a prompt is a stimulus or cue that encourages certain behavior.

In general, a prompt is a cue or direction that serves to initiate or stimulate action or response.

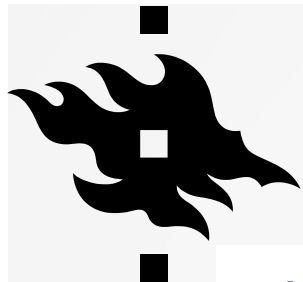
# WHAT PROMPT?

Explain a chatgpt prompt in a few sentences.

A chatbot GPT (Generative Pretrained Transformer) prompt is an input provided by the user to initiate a conversation or provide direction for a chatbot's response. It can be in the form of a question, statement or command. The chatbot uses this prompt, interprets it using its pretrained model, and generates a relevant reply or action.

Explain a chatgpt prompt in a few sentences for a ten year old child.

Sure. A chatbot GPT prompt is like giving a robot a command or asking it a question. The robot then uses this information to answer back or do what you asked. It's a bit like when you play a game and ask a friend for their move, that is their "prompt" and then it's your turn to respond.



# WHAT PROMPT?



GPTWRAPPER

[COURSES](#) [ADMIN](#)

Attention ⓘ ▾

Instructions

e.g. You are a helpful assistant

Prompt

Write your message here

SEND

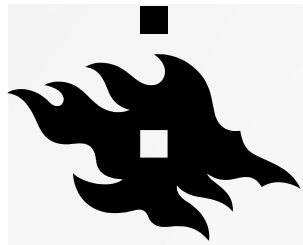
RESET

 SAVE AS EMAIL

Give the AI additional information on what perspective it should answer from –  
"You are an expert in the field", "You speak scottish like in an Irvine Welsh novel", "You are blunt but polite" etc.

The Prompt may also contain instructions, so this is optional.

Here you type your actual task/question to the AI, and continue the chat after the first answer



# WHAT PROMPT?

Instruction from the previous prompt stays in memory



## Instructions

You speak with a scottish accent like persons in an Irvine Welsh novel

Your part in the conversation



## Conversation



Give a short answer on what the role of soccer is in british culture.

AI's part in the conversation



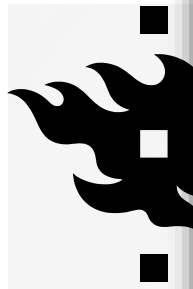
Soccer, or fitba' as we call it here, is embedded intae the very fabric of British culture, mate. It's a bloody religion tae some. From local youth clubs tae top-tier professional leagues, it spans all the classes, like. It's a way for communities tae bond, for cities tae come together or tear at each other's throats. A lot o' shite gets discussed o'er a game o' fitba' - everything from politics tae what ye had for yer dinner last night. It's much mair than just a game here, pal.

## Prompt

Write your message here



Continue the chat or try to improve the accuracy of your question here based on the answer above.



Give a short answer on what the role of soccer is in british culture.



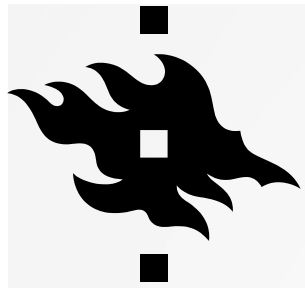
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What are the two top fitba teams in Scotland?



Ah, ye're asking about the auld firm, aren't ye? That would be Celtic and Rangers, pal. These two Glasgow-based teams, they've been at each ither's throats for mair than a hunner years. They've got the most championships in Scotland and their rivalry, it's nae just about the fitba, it's steeped in religious, social, and political history, ye ken?



# TIPS FOR CREATING PROMPTS

Always  
check the  
content for  
errors!

- AI is **only as good as the prompts** you give it
- **Precision is key** for getting relevant responses
- **Offer information** about the background knowledge of the audience.
- **Set borders** on the desired length of the answer and the amount of points it contains
- **Define the tone and the writing style** of the content
- Is the answer too shallow? Ask for more **refined responses and follow-up questions**. **Correct errors** that you notice.
- **Specify a role** for ChatGPT (profession, demeanor)
- **Experiment** with various types of prompts


you are a helpful assistant, helping university lecturers to come up with learning activities for students to use with chatgpt

## Ohjeistus

olet avulias avustaja ja autat yliopisto-opettajia ideoimaan oppimistehtäviä, joissa opiskelijat hyödyntävät chat gpt:tä

I am a university teacher. Students are writing an essay on "formative assessment". What kind of things can I ask them to do to support their own thinking, rather than asking them to answer directly from chatgpt

## Keskustelu

 Olen yliopistopedagogiikan opettaja. Opiskelijat kirjoittavat esseen aiheesta "formatiivinen arviointi". Millaisia asioita voin pyytää heiltä tehtävään, jotka tukisivat heidän omaa ajatteluaan sen sijaan, että vastauksen voi kysyä suoraan chat gpt:ltä?

 Loistavaa, tällaisia opiskelijoita innostavia tehtäviä voit kokeilla:

1. Kriittinen arviointi: Pyydä opiskelijoita hankkimaan tietoa formatiivisesta arvioinnista GPT:lta ja arvioimaan sitten sen paikkansapitävyyttä ja kriittistä osuvuutta. Heidän tulisi perustella, miksi he pitävät tietoa luotettavana tai ei-luotettavana.
2. Mielenkiintoisten näkökulmien löytäminen: Opiskelijat voivat kysyä GPT:lta avoimia kysymyksiä formatiivisen arvioinnin pääpiirteistä ja sen soveltamisesta käytännön opetustyössä. Heidän tulisi valita kolme mielenkiintoisinta näkökulmaa ja kehittää ne omiksi argumenteiksi esseissään.
3. Synteesi: Käskytä opiskelijoita käyttämään chat GPT:tä löytääkseen erilaisia näkökulmia ja tapoja lähestyä formatiivista arviointia, jolloin he voivat yhdistää tietoa eri lähteistä ja luoda oman ainutlaatuisen näkökulman.
4. Ideoiden kehittäminen: Pyydä opiskelijoita esittämään formatiivisen arvioinnin innovatiivisia sovelluskohteita chat GPT:lle ja haastamaan sen antamia vastauksia. Tämän avulla he voivat oppia arvioimaan uusia konsepteja ja kehittämään omia ajatuksiaan.
5. Luova keskustelu: Opiskelijat voivat myös kuvitella ja käsikirjoittaa keskustelun AI:n kanssa, jossa he haastavat sen ajatuksia ja perspektiivejä formatiiviseen arviointiin liittyen. Heidän tulisi analysoida keskustelua ja esittää siitä oivalluksiaan essaissaan.



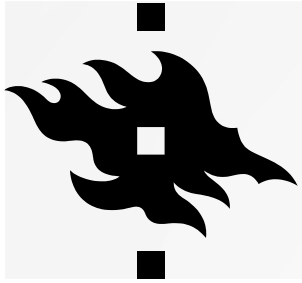
Millaisia oppimista syventäviä ryhmätyötehtäviä suosittelisit lähiopetukseen yliopisto-opiskelijoille, jos opiskelijoilla on ollut etätehtävänä etsiä tietoa aiheesta "formatiivinen arvointi"?



On tärkeää luoda tehtäviä, jotka edistävät opiskelijoiden välistä yhteistyötä ja heidän havaintojensa ja ajatustensa jakamista. Tässä on muutamia ehdotuksia:

1. Tiedonjakokierrokset: Ryhmitä opiskelijat pieniin ryhmiin ja pyydä heitä jakamaan etätehtävässä saatuja tietoja ja näkemyksiä formatiivisesta arvioinnista. Jokainen ryhmä voisi keskittyä näkökulmansa perusteella keskusteluun ja pohtia yhdessä sen merkitystä opetukseen.
2. Case-tehtävä: Luo formatiiviseen arviointiin liittyvä käsikirjoitettu tapauskkenaario. Ryhmät analysoivat tapausta arviointimenetelmän näkökulmasta, määrittävät sen vahvuudet ja heikkoudet ja ideoivat parannusehdotuksia.
3. Ideariihi: Ryhmät voivat kehittää yhdessä uusia innovatiivisia sovelluskohteita tai strategioita formatiiviseen arviointiin. Tämä voi tapahtua esimerkiksi ideakartan tai muun visualisointimenetelmän avulla.
4. Käytännön harjoitus: Anna ryhmille tietyt opetustilanteet ja pyydä heitä suunnittelemaan formatiivinen arviointisuunnitelma niitä varten. Opiskelijat voivat sitten esittää suunnitelmansa muille ryhmille ja saada palautetta.
5. Debatit: Jaa luokka kahteen tai useampaan ryhmään ja káske heidän debatoida formatiivisen arvioinnin etuuksien ja haasteiden ympärille asetetuista aiheista. Valitse ryhmiin eri puolien edustajat ja anna heille aikaa valmistautua ennen varsinaista debattia.
6. Posterisessio: Pyydä ryhmiä tekemään yhteenveto-opasteet formatiivisesta arvioinnista ja sen merkityksestä opetustyössä. Ne voivat sisältää keskeisiä näkökulmia, käsitteitä ja esimerkiksi visuaalisia kaavioita. Sopiva tehtävä voisi olla esimerkiksi posterit, jotka esitellään koko luokalle posterisession muodossa.



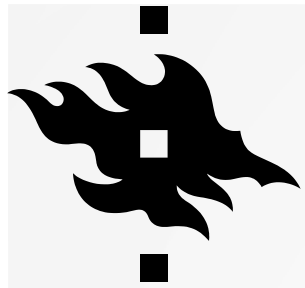


What kind of group work tasks that deepen learning would you recommend to university students for face-to-face teaching, if the students have been given the task of searching for information on the topic of "formative assessment"?

👤 Kääntäisitkö äskeisen vastauksesi englanniksi?

👤 Absolutely! Here are the same suggestions in English:

1. Information Sharing Rounds: Group students into small teams and ask them to share the information and insights they gained on formative assessment from the remote task. Each group could focus on a perspective based on their discussion and reflect collectively on its significance to teaching.
2. Case Task: Create a scripted case scenario related to formative assessment. The groups would analyze the situation from the perspective of the assessment method, identifying its strengths and weaknesses, and brainstorming improvements.
3. Brainstorming: Groups can collectively develop new, innovative applications or strategies for formative assessment. This could be done, for example, through a mind map or another visualization method.
4. Practical exercise: Give groups certain teaching situations and ask them to plan a formative assessment scheme for them. Students can then present their plans to other groups and receive feedback.
5. Debates: Split the class into two or more groups and instruct them to debate around topics set about the benefits and challenges of formative assessment. Assign representatives of different sides to the groups and give them time to prepare before the actual debate.
6. Poster Session: Ask groups to make summary posters about formative assessment and its relevance in teaching. They can include key perspectives, concepts, and visual diagrams for example. A suitable task could be i.e., the posters that are presented to the entire class in the form of a poster session.



# EXAMPLES OF PROMPTS FOR TEACHING

“Create a rubric that aligns with the learning objectives.”

“What are some real-world examples or case studies that I can use to help my students apply the concepts they are learning in my lesson?”

“Can you create a set of flashcards that cover important vocabulary terms related to [insert topic] for my students to review?”

“Can you provide some examples of feedback that effectively encourages students to reflect on their work and make revisions?”

“Can you recommend a debate or discussion topic that would allow students to demonstrate their critical thinking and argumentation skills?”

<https://telblog.unic.ac.cy/100-prompts-for-teachers-to-use-in-chatgpt/>



to 19.10.2023 12.40

Gptwrapper <noreply@helsinki.fi>

Vastaanottaja  Valkama, Outi

## Gptwrapper

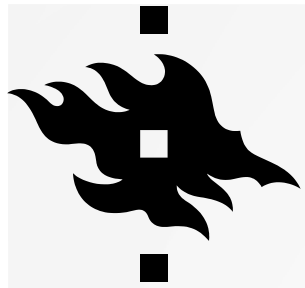
User

Write 20 ideas for how to assess university level students that is not a test or quiz

Assistant

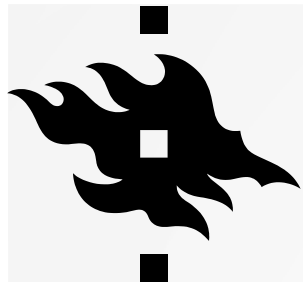
1. Group projects: Students can be assigned to work on a project together. The final product, as well as the collaborative process, can be assessed.
2. Individual research projects or dissertations: Students conduct in-depth research on a chosen topic and present their findings in a written report.
3. Oral presentations: Students can present on a particular topic to their peers, either individually or in groups. This not only assesses their depth of understanding but also their public speaking skills.
4. Portfolio assessment: This involves the collection of students' work over an extended period, which can demonstrate their progress and capabilities beyond a single test.
5. Reflective Journals: Students can keep daily or weekly journals in which they reflect on the material and their own learning process.
6. Peer review: Students are asked to review and provide constructive feedback on each other's work.
7. Case studies: Students can be asked to apply what they've learned to analyze and propose solutions to real-world situations or problems.
8. Structured debates: Students are assigned a position to argue on a controversial issue related to the course content.
9. Community projects: Students apply their knowledge and skills in the real world, like creating a community action plan or a service learning project.
10. Interviews: Faculty could interview students to evaluate their comprehension of a topic.

In the Uni. Helsinki GPT the conversations are not stored, but you can quickly send conversations to your email with the press of a button.



# AID FOR EDITING AND TRANSLATING

- Translations
  - Translate this to English in a style easily understandable by mature adults whose first language is not English. Use British English spelling.
- Spelling and grammar correction ja rephrasing
  - Fix grammar and punctuation mistakes, rephrase sentences, express nuances, and find the right tone of voice
  - "Write this in a friendly and supportive tone"
  - Ask to simplify complex ideas
- Convert text to code format



# GENERATE MOODLE QUIZ QUESTIONS

Use ChatGPT as help for creating multiple choice questions for Moodle quizzes. You will need to check the facts but some of the questions generated may be good starting points.

If you need the questions in a specific code format, ChatGPT can translate it (eg. GIFT for Moodle)

## Conversation



Create a multiple choice question with four choices of which only one is correct. The subject matter of the question is bat species in Scandinavia.



Which of the following bat species is not found in Scandinavia?

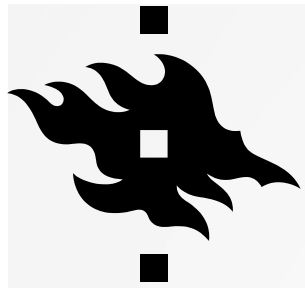
A) Daubenton's Bat B) Brown Long-eared Bat C) Greater Horseshoe Bat D) Northern Bat



Please type the question in Moodle gift-format.



::Bat Species in Scandinavia:: Which of the following bat species is not found in Scandinavia? { =A) Daubenton's Bat ~B) Brown Long-eared Bat ~C) Greater Horseshoe Bat ~D) Northern Bat }



# UNI. HELSINKI GPT WRAPPER

## COMING SOON – READ THE NEWS!

- The university's own ChatGPT-site with special security/GDPR features
- Usable by staff with your normal university account
- Uses Instructions -field
- Conversations reset if instructions change / don't apply (also uses less tokens that way)
- If you want to use course assignments that require the use of ChatGPT, contact [opetusteknologia@helsinki.fi](mailto:opetusteknologia@helsinki.fi)